



# **LESSON PLANNING**

**Palm Beach State College**

**Teacher Certification Program**

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# THE LESSON PLAN: THREE EASY PIECES

- Like every effective piece of writing, a lesson plan has three main parts: a beginning, a middle, and an end.
- The beginning and the end should not consist of the sound of a school bell. 😊



# A MAP FOR SUCCESS

- **A lesson plan is a detailed guide or map for the teacher (whether the originator or a substitute teacher ) for student achievement of specified objectives.**



# BEGIN AT THE BEGINNING...

To begin, ask yourself three basic questions:

- *Where are your students going? (goals and objectives)*
- *How are they going to get there? (strategies and activities)*
- *How will you know when they've arrived? (assessment and evaluation)*



## INSTRUCTIONAL SEQUENCE

- Although lesson plans come in many formats, they share basic organizational categories of instructional sequence based on those three questions.



# LESSON PLAN TEMPLATE

Subject and Grade Level:

Lesson Title:

Length of Lesson:

Sunshine State Standards:

Objectives/Learning Outcomes:

Prerequisites:

Materials/Equipment:

Anticipatory Set: (Include time estimate)

Main Activity/Presentation: (Include time estimates and all factors – content, skills-strategies-methods, grouping if applicable, step-by-step activities for both teacher and students – and time estimates.



# LESSON PLAN TEMPLATE (CON'T.)

Closure: (Include time estimate)

Assessment/Evaluation: (Include rubrics)

Adaptations/Accommodations: For special needs and/or learning styles, as well as other diversity factors

Follow-Up Activities/Connections: For enrichment and/or remediation

Management Techniques: For circumstances related to this lesson



## GOALS/STANDARDS

- **GOALS (STANDARDS) determine purpose and rationale for what you and your students will do during class time. In Florida, these standards are called the Sunshine State Standards (SSS). Visit**

**<http://www.floridastandards.org/Standards/FLStandardSearch.aspx> to review the SSS for subject area and grade level.**



# OBJECTIVES (LEARNING OUTCOMES)

- **OBJECTIVES (LEARNING OUTCOMES)** indicate what students will be able to do during and after this lesson. They are generally based on levels of Bloom's Taxonomy (Cognitive, Affective, and/or Psychomotor), using very specific, observable, measurable action verbs.



# OBJECTIVES (LEARNING OUTCOMES)

- Objectives should specify audience, behavior, condition (circumstances), degree (criteria): the ABCD's of objectives.
- Example: Given a sentence written in the past or present tense, the student will be able to re-write the sentence in future tense with no errors in tense (e.g., “I saw her tomorrow”) or tense contradiction (e.g., “I will see her yesterday”).



# PREREQUISITES

- **PREREQUISITES** indicate what students must already be able to do before they can accomplish the objectives of this lesson.



# MATERIALS

- **MATERIALS indicate the prep time, resources, and equipment that are needed.**



# ANTICIPATORY SET/ ATTENTION-GETTER/INTRODUCTION

- The *anticipatory set/attention-getter/introduction* poses the ideas and objectives of the lesson, piques students' attention and motivates them, ties lesson objectives with student interests and past classroom activities, and/or indicates what is expected of students. Good examples include audiovisuals, puzzlers, or manipulatives connected with the topic.



# IDEAS FOR INTRODUCTION

- **Share a real object, story, picture, book, video clip, song**
- **Present a problem**
- **Provide warm-up or review exercises**
- **Elicit prior knowledge, experience, or opinions about topic**
- **State the lesson objectives**
- **Preview the lesson**
- **State your expectations for student behavior**
- **State the purpose of what the students will learn**



# MAIN ACTIVITY/PRESENTATION

- The *main activity/presentation* is the focus of the lesson, describing the flow of the lesson, detailing what the teacher does to facilitate learning and manage the various activities, + showing how the material can be presented so that each student will benefit. The techniques used are based on the objectives.



# INSTRUCTIONAL STRATEGIES

Broad categories of instructional strategies include

- ❖ Direct Instruction: Teacher-focused  
“I do [Presentation]; You do [Guided practice];  
We do (and I monitor and support) [Independent practice].”
- ❖ Indirect Instruction: Student-focused  
Problem solving; case studies; concept formation
- ❖ Experiential Learning:  
Simulations, conducting experiments, field trips



# INSTRUCTIONAL SKILLS AND METHODS

- ❖ Teaching skills applicable to all strategies include explaining, demonstrating, and questioning.
- ❖ Useful teaching methods which enhance both direct and indirect instruction include
  - KWL charts (Know, Want to Know, Have Learned)
  - Brainstorming
  - Cooperative learning constructs (e.g., Think-Pair-Share, Jigsaw)
  - Concept mapping
  - Learning logs and journals



# IDEAS FOR MAIN ACTIVITY

- **Present information verbally and through graphic representations**
- **Point out critical attributes, examples, and counter-examples**
- **Model**
- **Read**
- **Discuss**
- **Use hands-on materials**



## MORE IDEAS FOR MAIN ACTIVITY

- **Work in cooperative groups to solve a problem**
- **Make charts and graphs**
- **Use your questions and those of students to explore the content**
- **Do research at the library on online**
- **Use computer-assisted instruction**
- **Check on students' understanding and adjust instruction based on their responses**



# CLOSURE

- **CLOSURE** draws the ideas together for the students and/or provides feedback to students to correct their misunderstandings and reinforce their learning. Closure can summarize, refer to the attention-getter, and/or reflect and may be oral, written, or graphic. Estimate your previous time carefully so that this step is included!



# IDEAS FOR CLOSURE

- **Restate the objectives**
- **Gather individual lesson pieces into a coherent whole**
- **Draw conclusions**
- **Summarize what was learned**
- **Give a brief quiz to assess understanding**
- **Ask students to state something they learned**
- **Revisit prior knowledge charts or graphs from the lesson opening and revise to reflect new information [KWL]**



# MORE IDEAS FOR CLOSURE

- **Show students how the learning applies/ask students to make the connections**
- **Ask what students would like to study next on this topic, or record their unanswered questions**
- **Write in journals**
- **Connect this lesson to the next by describing the problem to be solved or next idea to be explored**
- **Hold a gallery tour for students to appreciate each other's work**



# ASSESSMENT/EVALUATION

- **ASSESSMENT/EVALUATION** ensures that your students have arrived at their intended destination by gathering evidence and assessing it using a grading rubric based on lesson objectives. There should be a direct correlation between the objectives and the assessments.



# ASSESSMENT/EVALUATION

- **Assessment may be informal or formal; oral, written, or performance; homework, quiz, and/or test. Again, estimate your total time carefully so that this step can be adequately discussed.**



# ADAPTATIONS/ACCOMMODATION

- **ADAPTATIONS/ACCOMMODATIONS** should be noted for learning styles, exceptionalities (i.e., special needs students such as ESE and ESOL), cultural diversity, and gender. Be as specific to the lesson as possible, rather than merely adding a generalized statement.



# FOLLOW-UP ACTIVITIES / CONNECTIONS

- **FOLLOW-UP ACTIVITIES** can be suggested for enrichment and remediation; **CONNECTIONS** can show how the lesson could be integrated with other subjects.



# MANAGEMENT TECHNIQUES

- **MANAGEMENT TECHNIQUES** can be specified regarding behavior (rules, rewards, reprimands connected with this lesson), routines, interruptions, and off-task or “unusual” behaviors associated with a particular exceptionality which may occur in this lesson.



# REFLECTION

- **Your REFLECTION of the lesson's effectiveness (including revisions on any aspects of the lesson) should be noted for future reference after the lesson is taught.**



# REFERENCES

- <http://www.eduref.org/Virtual/Lessons/Guide.shtml>
- [http://www4.nau.edu/cte/lesson\\_plan\\_formats.htm](http://www4.nau.edu/cte/lesson_plan_formats.htm)
- <http://www.lessonplanspage.com/WriteLessonPlan.htm>
- <http://www.lessonplanspage.com/LessonTemplate.htm>
- <http://olc.spsd.sk.ca/de/pd/instr/index.html>



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- Borich, G.D. (2007) *Effective Teaching Methods* 6<sup>th</sup> ed. Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

